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ABSTRACT

Variables which affect the experiential style of learning are reality, risk, responsibility, predictability, and analysis or reflection. Learning retention is dependent on the amount of reality involved, the directness of the experience, and the number of senses involved. The learner must also experience uncertainty. In experiential learning, the learner must be committed to what is being undertaken, and should be involved in course content and presentation and in his or her own evaluation. The students decide what they have learned by thinking about what has taken place and their position within that process. Because of the student's involvement in decision making, the teacher's role of clarifier rather than leader, and the overall process versus product approach, specific educational outcomes are not always predictable. Therefore, the teacher must determine the possible outcomes of student choices and must be able to help students analyze what has taken place. Experiential learning can take place anywhere there are interested people. The teacher can create an "adventure" on extended field trips, on short field trips, or within the classroom. It is the teacher's job to find things that appear insignificant and to let students learn from them. (CM)

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EXPERIENTIAL LEARNING: A TEACHER'S PERSPECTIVE

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MARCH, 1981
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While on sabbatical during the fall semester of 1980, I have struggled to find answers to several questions that have plagued me about experiential learning. The two questions that I started with were: "What is experiential learning?" and "How can the experiential process be applied to the classroom?" What follows are some of my findings and conclusions.

What is Experiential Learning?

When I first started to deal with this question, I tended to view experiential learning in an either-or framework: either a teaching-learning strategy is experiential or it is not. The more I studied and learned, the more I realized that this is incorrect. It is more accurate to look at it as a continuum or sliding scale. On the one end of this scale is the transmission or command approach to learning and somewhere on the other end is the experiential process.

In the transmission or command model, the learner is a passive recipient of second hand information. It is assumed that the student will listen and absorb information from the teacher, who, it is thought, is more experienced and knowledgeable. The teacher is the decision maker and creates the structure within the classroom. The responses sought and the stimuli used to produce the responses are the result of decisions made by the teacher.

In the experiential model, the learner is actively involved in his/her education. Decisions are made by the learner that have a direct bearing on what is learned and how it is learned. The teacher's role is that of guide, resource person, and clarifier. Their

attention is on both the content of what is being learned, as well as the process of learning that is taking place.

Some of the variables that affect where the style of learning is on the continuum are reality, risk, responsibility, predictability, and analysis or reflection. They deserve a closer look.

Reality of the Experience

How long the learning lasts is dependent on the amount of reality involved, the directness of the experience, and the number of senses involved. Interviewing a former P.O.W. in person is going to result in longer lasting learning than reading the same interview that was conducted by someone else.

Dr. C. Christian Jernstedt, an associate professor of psychology at Dartmouth, has done research on the use of experience in academic courses. He points out that "active learning is more efficient than passive or highly directed learning."[2] He also states that "students who use information they are trying to learn, who challenge and grapple with their new knowledge, or who use it to solve new problems, tend to learn more effectively than students who passively read, memorize, or merely absorb that to which they have been exposed."[3] He cites other research that shows that "learners remember not what they encounter while learning so much as what they do while learning."[4]

Although primary experiences are better, indirect experiences aid in learning. Vicarious experiences, such as examples, stories, or movies help to secure the learning. Jernstedt states that "tying information to be learned to experience, even when the experience is purely hypothetical,

can preserve the learning within the mind and prime the mind for new learning more effectively than other techniques."[5]

In his article on academics and experiential components, Dr. Jernstedt shared some of his research conclusions on the benefits of vicarious experiences in the classroom. Among these conclusions were:

- instructor supplied, class-wide experiences, such as from a movie, novel, or trip, are better than individual experiences because they have been shared and can be validated;

- printed handouts or examples drawn from real life [were] remembered more accurately and longer than those taught without them;

- demonstrations, remembered the best and for the longest period of time, should be chosen for their intellectual value and not simply as motivational aids;

- modeling, in which the instructor actually engages in the behavior which the students are trying to learn, has a powerful effect on learning.[6]

Level of Risk

There needs to be a sense of uncertainty for the learner and that is a part of the sense of reality stated above. In Experience and Education, John Dewey states that ". . . growth depends upon the presence of difficulty to be overcome by the exercise of intelligence."[7] The difficulty Dewey refers to can be either physical, emotional, social, or intellectual.

It could be the result of having to make a speech on a personally important issue, finding oneself in what is perceived to be a dangerous situation, or being relied upon by other class members to successfully complete a task.

In utilizing this discordant atmosphere, the teacher must also take care to create an environment of trust and support, without which the learner will not risk anything. For example, in a recent sociology class at our high school, we discussed different types of risk in class participation. The class concluded that being called on by a teacher was of little risk because your opinion was being solicited. You were not being given the choice of sharing it or not. To volunteer an opinion involved a lot of risk because what you said had to have some value to you because you were offering it. Class discussions and opinion sharing are important to our class. Therefore we do not allow "killer-statements" or put-downs. We disagree, but disagree without value-laden judgements. To do otherwise would be to foster an environment where only a few would be willing to risk.

This concept of risk has been defined as a "vigorous environment", which is ". . . anyplace in which you are uncomfortable, or anyplace in which you have not learned to behave."[8] Thus there is personal risk involved on the dance floor or on a rock wall, spending time alone or standing in front of a group, or working in a day care center or old age home. Vigorous environments vary for the individual.

The greater the level of risk, the more real one perceives the consequences of one's actions. The sense of reality of those consequences helps to involve the entire person into the experience. It is no longer simply a physical or intellectual

exercise. The reality of the consequences that arise from the uncertainty is the glue that cements the learning for the individual.

Sense of Responsibility

In experiential learning, a sense of personal committment or investment by the learner in what is being undertaken is required. The learner is involved in decisions leading up to the experience. He or she chooses the course, the assignment, or method of presentation; helps in the construction of the test; participates in the decision of what should be covered in the unit of study. This establishes a certain level of responsibility and expectation on the part of the student.

Once the student has been involved in the decision making, he or she also has a responsibility to help carry it through. Instead of remaining on the sidelines as a recipient of someone else's decisions, the learner is now responsible for helping to implement them. Eliot Wiggington once advised staff members of a basic belief at Foxfire. Simply stated it was: "Before you start to do anything related to your work with this organization, ask yourself first why a student is not doing it instead. If you don't have a good reason, then go and find a student - preferably one who has never done it before."[9] In experiential learning, teachers are not responsible for their student's learning so much as they are responsible to their students to help them learn.

Students involved in experiential learning make decisions that affect their learning. A teacher committed to experiential learning must be willing to accept the consequences of those

student decisions. (The only exceptions to this are decisions that affect the safety of an individual or the group. In these cases, student decisions must be carefully monitored by the teacher and maybe occassionally overruled.)

Perhaps two examples will help establish this point. Before we left on a March trip to a mountain pond with the R.O.P.E. class (the outdoor course at Concord High School), one of the students asked if he could bring along his fishing pole. As long as he had the proper licenses, it was not a problem, . . . except for the thick layer of ice on the pond that we expected to discover. When we arrived, he went down to the pond with a small borrowed hatchet to chop a hole in the ice. Just before we left the next day, he was still chopping in the hole, visible only from the waist up.

The point here is that the staff expected the pond would be covered by an impossibly thick layer of ice. Yet we allowed him to learn this for himself in a far more meaningful way than if we had told him. (He ended up bringing his fishing gear on every future trip, as a matter of pride I suspect. On the last trip, a bike trip, he finally managed to hook something - his hand - while riding his bike!)

The second example is from a different class. "Homegrown" was an oral history class that we had at CHS. As a part of the class we took a field trip of 12 days to another part of the country. The trip was designed to provide us with the opportunity to learn from local people, rather than simply sight-see. One year, the class had set up a seminar with a local resource person from a college. He was an extremely easygoing and humorous person, until he got in front of a group. In that formalized situation he became

very boring, reading virtually verbatim from his notes. True to form, this trip he had roughly 40% of the class nodding off within 20 minutes. When we went out for a break, I asked the class if everyone had liked the first half of his presentation. After a few initial grumbles, and foot shuffles, someone, in a bit of understatement, said "Uh, I think he's a bit dry." I then asked if there was any way they could change his method of presentation to make him feel more comfortable. After talking for a few minutes they decided to ask him questions and to get him telling stories. The second half was much more interesting and even the resource person enjoyed it more because he could sense the students' interest through their questions.

In this example, I asked a question, seeking to determine if the students were dissatisfied with the presentation. If they had all been content, I would have let the issue drop. I would not interject my opinion, at that point. After the session was complete and we were back at camp, I would have posed questions to determine if the students perceived the same boredom as I did. If they did not, I would have left it alone. If they did, then other questions could follow about how they would deal with a boring or uncomfortable resource person at another time.

In these examples, the carrying of the fishing pole and the lack of initiative in dealing with the boredom in the first half of the presentation, are not "mistakes". The only true mistakes are experiences that one doesn't learn from or that don't lead to further learning. What is ordinarily perceived as a mistake is an acceptable part of experiential learning because the focus of learning

is on the process of achieving the goal, as well as on the goal itself.

Note in the second example that it was the students who determined that the speaker's presentation was boring. It was not my imposing my value structure on the students. This is not to say that the teacher must never offer his or her opinions. On the contrary, the teacher must be responsible to the group to share his or her observations. In fact in that same example, I would still share my feelings that night, but only as observations. However, one must be aware of the weight one's opinion carries and how easily one can affect decisions, simply because of one's role as "teacher".

Predictability

In experiential learning, the specific outcome is not always predictable. This is a result of the students' involvement in decision making and the teacher's role being that of clarifier, rather than leader, and the overall process versus product approach. The range of student options requires the teacher to determine the possible outcomes of the student choices. The teacher must then plan for each of those possibilities. The student choices should not be limited by ineffective teacher planning. At the same time, teacher enthusiasm should not be tempered by over-planning.

Anticipating every possible outcome and planning for it removes some of the adventure and discovery for the teacher. Nothing can replace that genuine shared enthusiasm between teacher and students. This is a fine line for the teacher to walk and how much to pre-plan and how much to allow to develop is dependent on both the teacher's experience in this area as well as

his or her confidence in being able to adjust to the moment.

It is very tempting for the teacher to try and manipulate the students to select the one plan for which the teacher is ready. It can also be frustrating for the teacher to plan for five possibilities, knowing full well that only one will be selected. It is important for the teacher to appreciate the significance of choice in experiential learning in order to keep this possible frustration at manageable levels.

An example of this planning might be the teacher who has decided that the students should determine what format their reports will take. Thinking about it, the teacher anticipates that some students will write as usual. What other options are there? Tape record it! Are tape recorders available for student use in the media center? Videotape it! Is there someone available to instruct the students in its use? Are blank tapes available? A photographic essay! Is there film available and can students borrow the camera from the photography class? Once answers to these and other questions are determined, the teacher knows it is possible. It is important for the teacher to know if the options are feasible. If not, then it is really no choice at all. This information is not passed on to the student. It is up to the student to discover this information on his or her own. If he or she does get stymied, then the teacher can guide with some hints or possibilities, while not robbing the student of that experience.

Occasionally a student will propose an option that has not been planned for. Rather

than rejecting it as unrealistic, the teacher should encourage the student to develop the idea more. Perhaps the student will discover that it is truly unrealistic. On the other hand, perhaps the teacher will learn that it is possible.

Reflection and Analysis

In experiential learning, the student decides what he or she learned from the different experiences that were encountered. One method of determining this is through reflection, or thinking about what has taken place and one's position within that process. This reflection can be verbal or nonverbal, alone or as a group, or alone with the instructor or with the class and the instructor. There is no single correct way. It should also be understood that this analysis and reflection does not just take place after the conclusion of the planned activity. It takes place when it is needed during the activity, not only when it is convenient. The goal of education is learning. If that learning takes place at the beginning, in the midst, or at the conclusion of the activity, the goal is met. The experience is simply the vehicle to achieve the learning. An experience by itself is just that - an experience. It was John Dewey who said "Learning is thinking about experience."[10]

To be an effective facilitator of this type of reflection and analysis, the teacher must be a good observer of what is happening. He or she needs to observe not only the learners' actions and nonactions towards the activity, but also vis à vis each other. Then, at appropriate times, observations could be offered, questions asked, feelings explored.

The teacher must also be able to vary his or her approach in helping the students analyze what has taken place. The methods are dependent on the personalities and situations involved. At times it might be necessary to be blunt and honest with feedback. At other times, questions, discussions, or a gentle approach help the students discover for themselves what they have done and how they are perceived. Sometimes nothing needs to be said. It is difficult to know what approach to use with each individual in each situation. Experience is a good teacher.

Another stimulus for analysis and reflection in experiential learning is the application of the newly learned skills in another demanding situation. This re-application of the learning helps to insure that the students know the skills. The fact that it is in a different situation helps the students understand that the learning is not in isolation; there are other applications. Without this "bridge-building" what is learned in the woods will stay in the woods, what is learned in science will stay in science, and what is learned in school will stay in school.

For example, in a geometry class, if a student learns about angles and degrees and then is given a compass and asked how it could be used and how one could find one's way with it, the student can begin to understand not only some of the application but also appreciate the principles involved. The teacher could then go on and have the students determine other possible applications of the principles.

A second example is the speech requirement we have in the R.O.P.E. class at Concord High School. The question is often asked, "Why a

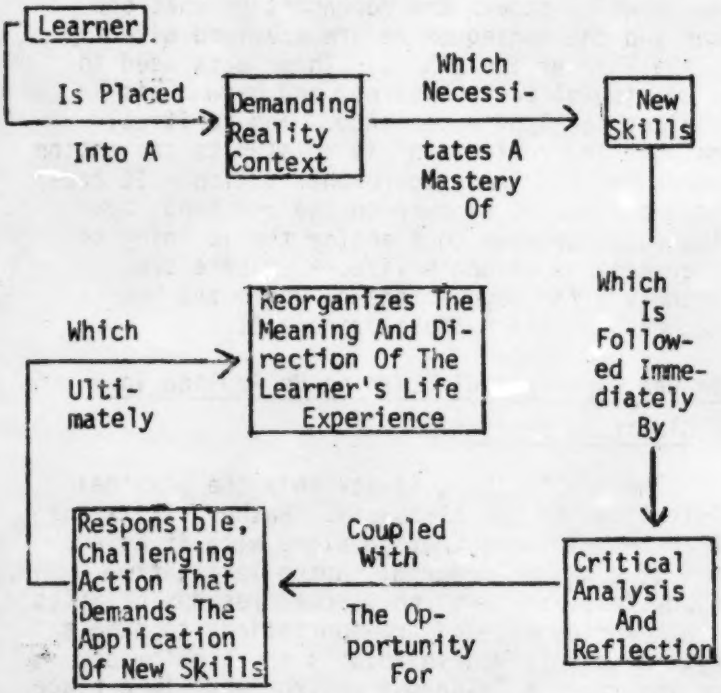
3 to 5 minute prepared speech in an outdoor class?" The reasons are two-fold. First, it helps the students realize that fear is fear, whether it is on a rock face or in front of a class. If you can use your inner strength to overcome it in the former, that same inner strength can be drawn on to help you in the latter. And why stop tapping that strength there? The second reason is so that those students who felt little or no fear on the rock face can understand something about those people who did, when the roles are exchanged, and they stand alone in front of the class, sharing a part of themselves.

The interrelationship of these five factors is complex. It is impossible to withdraw or modify one without affecting the others. The level of risk is at least partially determined by the reality of the experience and vice versa. The students' sense of ownership and responsibility for what is being learned influences the outcome and makes it less predictable. The students' analysis of what has been learned is influenced by all of the others.

The first three of these factors are each on their own continuum. The greater the reality of the experience, the higher the level of risk, and the more responsibility the student senses, then the more experiential the process. Movement on any of these scales affects the overall predictability of the experience. They will vary and shift depending on the situation. The type of reflection and analysis utilized will be dependent upon the above four factors. In order to be able to deal with this ebb and flow, the teacher must have a good understanding of the experiential learning process.

Successful experiential learning might

appear to simply be a series of unconnected and haphazard events that students are doing, if the observer has little or no understanding of the learning process involved. In fact there have been several attempts to explain this process. One of the most widely accepted is the model by Ron Gager.[11]



In this representation, the learner should be impelled (rather than compelled) into the "demanding reality context". This is accomplished through encouragement, reasoning, humor, gentle pressure, or other techniques. The point is to make it the student's choice to partake in the experience. The "demanding reality context" is a situation that can cause people to act and to be responsible for themselves and others. It requires decisions to be made and immediate

feedback will result. The "new skills" are taught in sequence and as building blocks. These skills are necessary to function effectively in the new environment and they show tangible evidence of growth in the learner's abilities. The "responsible challenging action" that follows the learning of the new skills is one in which others are dependent on what one does and the consequences are examined directly by the learner and others. These acts need to be meaningful to the learner and beyond his previous level of experience. The "critical analysis and reflection" is related to the action undertaken and leads to further action. It provides a sense of closure on the one hand, but also suggests ways to transfer the learning to other aspects of one's life.[12] (Please see Appendix I for suggestions on where and how teachers can learn these principles.)

How Can Experiential Learning Be Applied in a Classroom Setting?

The problem here is not only the physical limitations of the classroom. Rather, it is the other restrictions that go along with it as a part of a school program: noise level, time constraints, student and teacher responsibilities in other classes, and transportation, to name a few. Also involved in this is the problem of how to create a "vigorous environment" in a place where students already know how to behave. Finally, it must be remembered that students generally have little choice over whether to be in school or not. Since student choice is an important part of experiential learning, this is almost an impossible problem to overcome.

There are several ways of dealing with these restrictions. Here are some of mine. Students have to be in school. It isn't a choice they have.

Without getting into the pro's and con's of that issue, in this paper, I deal with this law in my classes by accepting it as a given that I have to work with. It is not a pure and perfect world with all students choosing to be in school or in my class.

I tend to view the problems of noise, time, outside committments, and transportation as just that - problems. They are difficult at times to deal with, but not insurmountable. They can be overcome. By remaining flexible, keeping a sense of humor, being reasonable in what I do, and not impinging too much or too often on other teachers, I can generally do what I want to do. The classic example is the seats-in-the-row problem. I like moving desks around to fit what the class does. Other teachers with whom I share the rooms (and the desks) don't. Instead of a cold war, we have established the "Concord High Compromise": they put them in a circle for me and I put them in rows for them or vice versa. The point is, different people learn in different ways. My way is not the only way. My way is only one way.

The problem of creating "vigorous environments" where students are generally comfortable can also be solved. First, the teacher must determine in what ways the students are used to behaving. Once those have been determined, then the expectations or environment can begin to be changed. A student who is used to a teacher-centered classroom will find a student-centered classroom creates a "vigorous environment". Students used to only individual tests will find group tests challenge their accepted ways of acting. Since there is usually more than one student in a class and what is a "vigorous environment" for one might not be for

another, then the environment needs to be changed on an irregular and unpredictable basis.

The concept of "an adventure" is also helpful when one is faced with these restrictions. In the book, Teaching Through Adventure, the authors identify four elements tnat comprise "adventure education".[13] One of these is the idea of having "an adventure", which is different from the stereotype of adventure programs, which were, and still are, thought of as wilderness programs. Many people have not been adventurers in the wilderness-traveller sense of the word. Yet they have been on "an adventure" at different times. These adventures could have been the development of the first photograph, reading one's own poem to a class, the writing of a book review and then the sending of it to the books's author, or the discovery of a possible solution to a difficult problem confronted by a social agency in one's town. One doesn't have to go to the top of a mountain to have "an adventure".

There appear to be some elements common to all adventures, and I believe all three must be present in some degree for "an adventure" to take place. Called the "Three R's", they relate back to the description of experiential learning. Reality - There is a sense that what is being encountered is real. Risk - The adventure creates some uncertainty or discomfort. Responsibility - The learner has a sense of ownership for what is being undertaken. For each student, his or her sense of what is real, the risk involved, and his or her responsibility to the outcome will vary.

One of the easiest ways to create the idea of "an adventure" within a school is for the class to go on an extended field-trip. This is one of three different types of experiential curricula that exist in the schools. The extended

field-trip could be for the weekend or over several weeks. It could be a trip to the mountains to study ecology, a sociological study in an urban area, or a history class re-enacting a march across the state. Activities and preparations within the classroom focus on the trip and become a part of the adventure. Fund-raising, development of the areas of study, logistics, relations with the rest of the school, and media contacts are only a few of the activities that can be utilized.

The second type of curriculum is planned around the short adventure of a few hours. This is different because the time constraints limit not only what can be done, but also where. Field-trips to a funeral home or a prison are examples of "vigorous environments" that can be utilized in experiential lessons. A class studying Shakespeare can stage one-act presentations for the school or nursing homes in the town. French classes can make use of the Home Economics facilities and bake French pastries, speaking only in French while cooking . . . and eating. The possibilities are limited only by one's imagination.

The third type of curriculum is what can be done in a classroom period. This is even more limited by the constraints noted in the short adventure. As a result of these constraints, the levels of risk and reality in the adventure are reduced. This should not deter the experiential teacher, for experiences in the day-in and day-out schedule are critical. Too often teachers will become discouraged because they can't seem to pull off the "big adventure". While important, in the long run the "big adventure" is no more important than what the teacher does in the other 160 days of the year.

Within the classroom period, adventures can be undertaken that involve direct experience. A lesson on trust can be underscored with a blindfolded trust walk. A study of prisons can be augmented with a period of sensory deprivation. An important decision in history can be brought more clearly into focus by a difficult problem-solving situation with which students must grapple. An english teacher at our high school uses obscure facts and little known people in a mystery-like format to introduce his students to the resource section of the library. Classes can be split in half with each half making up a test for the other group. Then the test can be given to either group. In sociology, a recent project was for students to become experts on one of the many social agencies in town. They had to contact the agency, spend ten hours of volunteer time there, and learn the social problem that agency was trying to deal with. They were also asked to determine what difficulties that agency faced in trying to solve that social problem and to pose some practical solutions for those problems. Members of the agency were asked to read and comment on the students' report. Other small group or individual projects can be structured that utilize reality, risk, and responsibility and incorporate student decision making and analysis.

Conclusion

I have tried to answer two specific questions in this paper. On the way to those answers, I have learned a great deal more and have tried to pass some of that along to you, the reader. In answering those questions I have reached two conclusions that are extremely important. These are:

1. Understanding the flow and process of experiential learning is critical to its implementation. Too often, practitioners will latch

onto the outward visible manifestations of an educational concept without really understanding the underlying philosophy. Without an adequate grounding in the principles, they can only repeat what others have done before. They cannot transfer the principles to new learning situations because they only know the symbols of those principles, be it a ropes course or cultural journalism magazine, and not the principles themselves.

2. Experiential learning can take place anywhere there are interested people. The adventure doesn't have to be of monumental proportions. Leo Buerman, a man born with severe birth defects and sheltered for most of his life, wrote that "Courage is a factor in many things that are seemingly insignificant."[14] It is one of the jobs of the teacher to find some of those "things" that appear insignificant and to let students learn from them.

For the teacher, experiential learning is "an adventure" in and of itself. It carries with it those elements of risk, reality, and responsibility. Although it is hard to plan for the various options, to deal with the unexpected, and to remain flexible to student needs, the results can be worth it. Note that I didn't say "will be worth it", in the previous sentence. In experiential learning there are few guarantees, for to have them would reduce these same "Three R's". The teacher, then, becomes a student as well.

Footnotes

[1]The concept of the transmission style of teaching is from Israel Sheffler, Conditions of Knowledge (The University of Chicago Press, Chicago, IL, 1965) p. 61 as quoted in unpublished paper by Sherrod Reynolds, "A Proposal For Marriage: Competency Based Education and Experiential Learning", December 16, 1980. The command style teaching is from Muska Mosston, Teaching Physical Education.

[2]Dr. G. Christian Jernstedt, "Experiential Components in Academic Courses", Journal of Experiential Education, Vol. 3, No. 2 (Fall, 1980), p. 12-13.

[3]Jernstedt, p. 12.

[4]Jernstedt, p. 12.

[5]Jernstedt, p. 13.

[6]Jernstedt, p. 15.

[7]John Dewey, Experience and Education (New York, 1938), p. 79.

[8]Keith V. King, Operation L.I.V.E. Bulletin, Vol. 2, No. 3 (2nd Semester, 1980-81), side 1.

[9]Eliot Wigginton, "Beyond Foxfire", Journal of Experiential Education, Vol. 1, No. 2 (Fall, 1978), p. 30.

[10]Dewey.

[11]Ron Gager, "Experiential Learning Process Flow," Voyageur Reports, The Association for Experiential Education, Vol. 1, No. 1, (October, 1977), p. 4-5.

[12]Thomas James, Education at the Edge: The Colorado Outward Bound School (Denver, 1980), p. 119.

[13]Bob Lentz, Mary Smith, Alan Sentowski, and Mary Seidman, Teaching Through Adventure: A Practical Approach (Project Adventure, Hamilton, Massachusetts, 1976), p. 5-10.

[14]"Leo Buerman", movie made by Coronet Films, Inc.

Appendix I

What follows is a list of written materials that I found relevant and useful.

1. The Association for Experiential Education publishes a journal several times during the year. The articles in the journal are one of the best sources of written information. AEE's address is P.O. Box 4625, Denver, CO 80204.

2. Project Adventure has several curriculum guides that are useful for classroom teachers. One of the best is Teaching Through Adventure: A Practical Approach. Their address is: Box 157, Hamilton, MA 01936.

3. Moments: The Foxfire Experience, by Eliot Wiggington provides a good philosophical background for experiential learning as well as a practical introduction to cultural journalism.

4. Experience and Education, by John Dewey is a very small book that is packed with a lot of big ideas. An excellent resource that needs to be re-read occassionally.

5. Education at the Edge: The Colorado Outward Bound School, by Tom James is the history of Outward Bound in the United States. Interesting in itself, it also has other tidbits that are useful for the classroom teacher.

6. The National Workshop for Cultural Journalism: Workshop Report", the Winter, 1980 issue of Hands On has a wealth of ideas on a variety of topics. It is available from Foxfire, Inc., Rabun Gap, GA 30568.

7. Synergist is a magazine published by ACTION. It has a lot of articles on service-learning that can be helpful to teachers. It is free. Write National Center for Service Learning, Room 1106, 806 Connecticut Avenue, N.W., Washington, DC 20525.

Another resource that was infinitely more helpful to me was people. I spent a lot of time talking with classroom teachers from all different content areas and grade levels trying to understand what experiential learning is and how they used it. The best way to find out who is around is to write to the Association for Experiential Education (address above) and then start asking questions.

A third type of resource is courses and seminars. These range from 1 day introductions to graduate programs. This information can also be requested from the A.E.E.